

AN INQUIRY INTO THE  
VALUE OF A KNOWLEDGE TEST AS  
A BASIS OF INTERVIEW COUNSELLING

Daniel J. Courtney

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AN EVALUATION OF THE EFFECTS OF THE  
USE OF A LIFE-VALUE TEST AS A GUIDE  
FOR COUNSELING

Submitted by

Daniel J. Courtney

(B.S. in Ed. A., Boston University, 1948)

In partial fulfillment of requirements for  
the degree of Master of Education

1949

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## REVIEW

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[illegible]

Just this time in the study. -- in April 1970







### Participants

Definition of the population.-- The two groups consisted of the students of two schools in the metropolitan area of the Boston University, located in the city of Boston. The students of the high school, and of the college, ranged in age from 17 to 22 years. The selection of this group was based on the following basis: (1) the students attending the high school and the college were considered to be least likely to be influenced by previous contact with the services of the counselor; (2) it was felt that the experimental condition would be least likely to be influenced by previous contact with the services of the counselor; (3) it was felt that the experimental condition would most readily be worked into the regular curriculum, orientation and self-direction program already in progress and therefore, be received by the students as a routine part of the overall program.

The testing instrument.-- The experiment was based upon data obtained from test interpretation interviews conducted by the researcher with a portion of the students in the foregoing description. In selecting the Guilford-Martin Personnel Inventory, (Form C, 2, Co) as the personality test to be employed in the experiment, several factors were given consideration.













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1/ J. L. Garfield, The California ...  
Profile .... The ... Co. ...  
 California, 1943.









$$x^2 + y^2 + z^2 = 1$$

1/ Ingelow, Nicholas, "Personality Tests as a Means of Entry for Counseling," (unpublished stud., Boston University, School of Education, Boston, 1970, p. 1.



The 1. trial.-- In conducting the interview, the interviewer should be aware of the fact that the student is not a passive recipient of the interviewer's directives. He is a person who is capable of making his own decisions. If the interviewer is not aware of this, he may be in a position to make the student feel that he is being manipulated. If the interviewer is aware of this, he can use the interview as a means of helping the student to make his own decisions. If the interviewer is not aware of this, he may be in a position to make the student feel that he is being manipulated. If the interviewer is aware of this, he can use the interview as a means of helping the student to make his own decisions.

The 2. trial.-- In conducting the interview, the interviewer should be aware of the fact that the student is not a passive recipient of the interviewer's directives. He is a person who is capable of making his own decisions. If the interviewer is not aware of this, he may be in a position to make the student feel that he is being manipulated. If the interviewer is aware of this, he can use the interview as a means of helping the student to make his own decisions. If the interviewer is not aware of this, he may be in a position to make the student feel that he is being manipulated. If the interviewer is aware of this, he can use the interview as a means of helping the student to make his own decisions.

















significant observations may have been made  
and the next test was taken from the list by 1/ and  
uscript:

1. Sixty, over one-half of the students  
were tested came to the Personnel Office to  
have the test result interpreted. From the  
starting point of deviation there were no significant  
differences between the two-point scores  
of those who came to the Personnel Office compared  
with those who did not come. However,  
approximately 80% of the students in the "one  
point came" group are below the two-point line  
and are aware of the fact, compared with  
about 30% in the "one came" group....
2. Of the 15 students whose scores were  
dictated for possibility of a second exam, 1  
came to the Personnel Office.
3. The greatest deviation from the first  
test was in the first test deviation.
4. At the directive of the Personnel Office  
students remaining nonconformant were sent to  
other without students. It was found that  
more elaborate than the nonconformative group  
of students. Most of the students who  
did not have elaborate a quality, and of a  
directive approach were used.

The present study, however, showed:

Conclusions.-- In order to justify the present  
present extension of the current examination system  
which has been reviewed above, it is considered  
necessary to show wherein the latest application  
differs from its predecessor. There are three major differences  
in the procedure followed in the treatment  
1/ Arb. ch. 1, p. 7-3.



of test, all of which are felt should be given recognition.

1. Attentional persistence test was employed as the basic component of the test.
2. Some variance in the test was noted at the time the test was first taken.
3. A slight modification in the test was suggested by the results.
4. Material for the test was found to be of a high quality.
5. The test was found to be of a high quality to discriminate between the two groups of subjects.
6. All the scores were found to be of a high quality and the test was found to be of a high quality to discriminate between the two groups of subjects.
7. The test was found to be of a high quality to discriminate between the two groups of subjects.
8. In the follow-up study, the test was found to be of a high quality to discriminate between the two groups of subjects.
9. In the later study, the test was found to be of a high quality to discriminate between the two groups of subjects.

Summary.-- The second section of this first chapter has been devoted to (1) a review of the preliminary study which led to the present research; (2) a statement of the differences in the two groups of research.













## EXPLANATION OF PROCEDURE

### PRELIMINARY PROCEDURE

Administration of the test.-- The Junior--freshman inventory was administered to 124 freshmen students at the Boston University, during a regular freshman class hour for the course, Introduction to Education. At the time, it was carefully explained that the test being taken was a personality test which could in no way have any bearing upon grades, that it was being given for the benefit and use of the individual and that he or she would be the only person having access to the test results. In addition, an initial general invitation was extended to the entire body to receive interpretation of the test if the latter were desired. When the machine scoring had been completed a notice to that effect was placed on the bulletin board repeating the original invitation and to further insure that all of the testees were informed of the opportunity for interpretation, announcements were made by professors to their freshman groups.



Interpretation of the test scores.-- Before the scores were given, the examiner gave test scores and the subject was informed of the meaning of the scores for the test. Figure 1 is a partial reproduction of the profile within longer test profile that shows the C-scores for each of the three traits determined in Chapter 1, together with the corresponding C-scores of the 100 scores which permit a comparison of performance on the traits.

The first task in test score organization is the division of the 100 test scores into two groups, one composed of average or high scorers, the other made up of below average or low scorers. As a matter of convenience only, it was decided that the former group would be termed "non-deviates" and the latter group "deviates". It was found necessary to establish the dividing score between non-deviates and deviates at the C-score of 4 in order to insure a fairly high degree of discrimination between the well-adjusted person and the maladjusted person as shown by the test scores. Therefore, a person obtaining a C-score of 4 or more in each of the three traits was classified as a non-deviate whereas a person receiving a C-score of 3 or less in one or more traits was classified as a deviate.









| F   | 10  | 5  | C-Score |
|-----|-----|----|---------|
| 717 | 507 | 57 | 1       |
| 70  | 50  | 50 | 1       |
| 67  | 50  | 50 | 5       |
| 65  | 47  | 51 | 5       |
| 61  | 40  | 50 | 7       |
| 55  | 31  | 40 | 7       |
| 51  | 41  | 71 | 0       |
| 47  | 37  | 50 | 0       |
| 45  | 30  | 64 | 0       |
| 40  | 20  | 54 | 0       |
| 41  | 31  | 50 | 0       |
| 30  | 37  | 40 | 0       |
| 20  | 30  | 44 | 0       |
| 20  | 15  | 50 | 0       |
| 17  | 31  | 44 | 0       |
| 20  | 17  | 37 | 0       |
| 10  | 10  | 26 | 1       |
| 10  | 10  | 50 | 1       |
| 10  | 11  | 10 | 0       |
| 0   | 0   | 0  | 0       |

Figure 1. The Guilford-Martin Temperament Inventory Chart

either Table 1 or Table 3. When the possible attempt is made to schedule the device, alternative use of directive and nondirective test interpret then techniques within each aggregate C-score grouping. Table 1 and Table 4 present the actual distribution of the use of directive and nondirective technical devices in the entire







Table 1. (continued)

| Student | Trait A<br>C-score | Trait B<br>C-score | Trait C<br>C-score | Aggression<br>(1-100) |
|---------|--------------------|--------------------|--------------------|-----------------------|
| (1)     | (2)                | (3)                | (4)                | (5)                   |
| 37      | 7                  | 6                  | 6                  | 13                    |
| 38      | 7                  | 6                  | 5                  | 13                    |
| 39      | 5                  | 7                  | 6                  | 13                    |
| 40      | 5                  | 5                  | 5                  | 13                    |
| 41      | 6                  | 7                  | 5                  | 13                    |
| 42      | 7                  | 5                  | 6                  | 13                    |
| 43      | 5                  | 5                  | 5                  | 13                    |
| 44      | 6                  | 7                  | 5                  | 13                    |
| 45      | 5                  | 6                  | 7                  | 13                    |
| 46      | 4                  | 6                  | 7                  | 17                    |
| 47      | 7                  | 5                  | 5                  | 17                    |
| 48      | 6                  | 6                  | 5                  | 17                    |
| 49      | 6                  | 6                  | 6                  | 17                    |
| 50      | 6                  | 4                  | 5                  | 17                    |
| 51      | 6                  | 5                  | 6                  | 17                    |
| 52      | 4                  | 7                  | 5                  | 17                    |
| 53      | 6                  | 5                  | 5                  | 16                    |
| 54      | 4                  | 5                  | 7                  | 16                    |
| 55      | 5                  | 6                  | 5                  | 16                    |
| 56      | 7                  | 4                  | 5                  | 16                    |
| 57      | 7                  | 4                  | 5                  | 16                    |
| 58      | 6                  | 6                  | 5                  | 16                    |
| 59      | 6                  | 4                  | 4                  | 16                    |
| 60      | 4                  | 5                  | 7                  | 16                    |
| 61      | 6                  | 4                  | 5                  | 16                    |
| 62      | 5                  | 5                  | 5                  | 16                    |
| 63      | 5                  | 6                  | 4                  | 15                    |
| 64      | 5                  | 6                  | 4                  | 15                    |
| 65      | 5                  | 6                  | 4                  | 15                    |
| 66      | 6                  | 4                  | 5                  | 15                    |
| 67      | 5                  | 4                  | 6                  | 15                    |
| 68      | 6                  | 4                  | 5                  | 15                    |
| 69      | 5                  | 6                  | 4                  | 15                    |
| 70      | 4                  | 4                  | 7                  | 15                    |
| 71      | 4                  | 5                  | 6                  | 15                    |
| 72      | 5                  | 4                  | 5                  | 14                    |
| 73      | 4                  | 6                  | 4                  | 14                    |
| 74      | 5                  | 4                  | 5                  | 14                    |
| 75      | 4                  | 4                  | 6                  | 14                    |
| 76      | 5                  | 4                  | 5                  | 14                    |





Table 1. (continued)

| Student | Trait O<br>C-score | Trait Ag<br>C-score | Trait Co<br>C-score | Weighted<br>C-score |
|---------|--------------------|---------------------|---------------------|---------------------|
| (1)     | (2)                | (3)                 | (4)                 | (5)                 |
| 77      | 4                  | 4                   | 4                   | 10                  |
| 78      | 4                  | 4                   | 4                   | 10                  |
| 79      | 4                  | 4                   | 4                   | 10                  |
| 80      | 4                  | 4                   | 4                   | 10                  |
| 81      | 4                  | 4                   | 4                   | 10                  |
| 82      | 4                  | 4                   | 4                   | 10                  |

Table 2. Arrangement of new-to-school children on the  
Gullford-Smith Personnel Inventory. (Form C,  
Ag, Co)

| Student | Trait O<br>C-score | Trait Ag<br>C-score | Trait Co<br>C-score | Weighted<br>C-score |
|---------|--------------------|---------------------|---------------------|---------------------|
| (1)     | (2)                | (3)                 | (4)                 | (5)                 |
| 1       | 1                  | 1                   | 2                   | 2                   |
| 2       | 1                  | 0                   | 2                   | 2                   |
| 3       | 1                  | 1                   | 2                   | 3                   |
| 4       | 0                  | 3                   | 2                   | 2                   |
| 5       | 2                  | 1                   | 2                   | 3                   |
| 6       | 2                  | 1                   | 1                   | 3                   |
| 7       | 2                  | 1                   | 2                   | 4                   |
| 8       | 2                  | 2                   | 1                   | 6                   |
| 9       | 2                  | 1                   | 2                   | 7                   |
| 10      | 2                  | 2                   | 2                   | 7                   |
| 11      | 2                  | 1                   | 2                   | 4                   |
| 12      | 2                  | 2                   | 1                   | 3                   |
| 13      | 1                  | 3                   | 1                   | 3                   |
| 14      | 3                  | 2                   | 1                   | 3                   |
| 15      | 3                  | 1                   | 1                   | 3                   |
| 16      | 1                  | 1                   | 2                   | 3                   |
| 17      | 3                  | 1                   | 2                   | 3                   |
| 18      | 1                  | 2                   | 2                   | 3                   |
| 19      | 1                  | 3                   | 2                   | 3                   |
| 20      | 2                  | 1                   | 2                   | 3                   |
| 21      | 3                  | 1                   | 1                   | 3                   |
| 22      | 3                  | 1                   | 2                   | 3                   |



Table 2. (continued)

| Student | Initial<br>C-score | Final<br>C-score | Initial<br>C-score | Final<br>C-score |
|---------|--------------------|------------------|--------------------|------------------|
| (1)     | (2)                | (3)              | (4)                | (5)              |
| 34      | -                  | 3                | 0                  | 0                |
| 35      | 0                  | 2                | 1                  | 0                |
| 36      | -                  | 1                | 1                  | 1                |
| 37      | -                  | -                | 0                  | 0                |
| 38      | -                  | -                | 2                  | 2                |
| 39      | -                  | -                | 2                  | 2                |
| 40      | -                  | -                | 0                  | 0                |
| 41      | -                  | 1                | 1                  | 0                |
| 42      | -                  | 0                | 0                  | 0                |
| 43      | -                  | 0                | 1                  | 0                |
| 44      | -                  | -                | 0                  | 0                |
| 45      | 0                  | -                | 1                  | 0                |
| 46      | -                  | 0                | 1                  | 0                |
| 47      | -                  | -                | 0                  | 0                |
| 48      | -                  | -                | 0                  | 0                |
| 49      | 0                  | -                | 1                  | 0                |
| 50      | -                  | -                | 1                  | 0                |
| 51      | -                  | 0                | 1                  | 0                |
| 52      | -                  | -                | 0                  | 0                |
| 53      | -                  | 0                | 1                  | 0                |
| 54      | -                  | -                | 1                  | 0                |
| 55      | -                  | -                | 0                  | 0                |
| 56      | -                  | -                | 1                  | 0                |
| 57      | -                  | 0                | 1                  | 0                |
| 58      | 0                  | -                | 0                  | 0                |
| 59      | -                  | 0                | 1                  | 0                |
| 60      | -                  | 0                | 1                  | 0                |
| 61      | -                  | 0                | 1                  | 0                |
| 62      | -                  | 0                | 1                  | 0                |



Table 1. The distribution of the use of directness in  
 unidirectional and bidirectional communication  
 over the entire range of age groups (2-18 years)

| Percent | Estimated<br>C-Index | Direction of<br>Interaction |
|---------|----------------------|-----------------------------|
| (1)     | (2)                  | (3)                         |
| 1       | 30                   | non-directive               |
| 2       | 20                   | directive                   |
| 3       | 17                   | directive                   |
| 4       | 17                   | non-directive               |
| 5       | 16                   | non-directive               |
| 6       | 14                   | directive                   |
| 7       | 14                   | non-directive               |
| 8       | 14                   | non-directive               |
| 9       | 14                   | non-directive               |
| 10      | 13                   | directive                   |
| 11      | 12                   | directive                   |
| 12      | 12                   | directive                   |
| 13      | 11                   | non-directive               |
| 14      | 10                   | non-directive               |
| 15      | 11                   | directive                   |
| 16      | 11                   | non-directive               |
| 17      | 10                   | directive                   |
| 18      | 10                   | directive                   |
| 19      | 10                   | non-directive               |
| 20      | 10                   | non-directive               |
| 21      | 10                   | directive                   |
| 22      | 10                   | directive                   |
| 23      | 10                   | non-directive               |
| 24      | 10                   | directive                   |
| 25      | 10                   | non-directive               |
| 26      | 10                   | directive                   |
| 27      | 10                   | non-directive               |
| 28      | 10                   | directive                   |
| 29      | 10                   | directive                   |
| 30      | 10                   | non-directive               |
| 31      | 10                   | non-directive               |
| 32      | 10                   | directive                   |
| 33      | 10                   | non-directive               |
| 34      | 10                   | non-directive               |
| 35      | 10                   | non-directive               |
| 36      | 10                   | non-directive               |
| 37      | 10                   | non-directive               |
| 38      | 10                   | directive                   |



Table 3. continued,

| Student | Aggregate to<br>C-score | Technique of<br>Interpretation |
|---------|-------------------------|--------------------------------|
| (1)     | (2)                     | (3)                            |
| 39      | 18                      | nondirective                   |
| 40      | 18                      | directive                      |
| 41      | 18                      | directive                      |
| 42      | 18                      | nondirective                   |
| 43      | 18                      | nondirective                   |
| 44      | 18                      | directive                      |
| 45      | 18                      | directive                      |
| 46      | 18                      | directive                      |
| 47      | 18                      | nondirective                   |
| 48      | 18                      | nondirective                   |
| 49      | 18                      | directive                      |
| 50      | 17                      | nondirective                   |
| 51      | 14                      | nondirective                   |
| 52      | 14                      | nondirective                   |
| 53      | 14                      | directive                      |
| 54      | 13                      | directive                      |

Table 4. Distribution of the Use of Directive and Nondirective Techniques into Levels over the Entire Range of Aggregate Deviate C-scores

| Student | Aggregate to<br>Deviate<br>C-score | Technique of<br>Interpretation |
|---------|------------------------------------|--------------------------------|
| (1)     | (2)                                | (3)                            |
| 1       | 5                                  | directive                      |
| 2       | 5                                  | nondirective                   |
| 3       | 6                                  | nondirective                   |
| 4       | 6                                  | directive                      |
| 5       | 7                                  | nondirective                   |
| 6       | 4                                  | directive                      |
| 7       | 5                                  | nondirective                   |
| 8       | 5                                  | directive                      |
| 9       | 5                                  | nondirective                   |
| 10      | 6                                  | directive                      |
| 11      | 6                                  | nondirective                   |





Table 9. (continued)

| Subject | Score to<br>level of<br>change | Direction of<br>change |
|---------|--------------------------------|------------------------|
| (1)     | (2)                            | (3)                    |
| 13      | 0                              | non-directive          |
| 14      | 0                              | non-directive          |
| 15      | 0                              | non-directive          |
| 16      | 0                              | non-directive          |
| 17      | 0                              | non-directive          |
| 18      | 0                              | non-directive          |
| 19      | 0                              | non-directive          |
| 20      | 0                              | non-directive          |
| 21      | 0                              | non-directive          |
| 22      | 0                              | non-directive          |
| 23      | 0                              | non-directive          |
| 24      | 0                              | non-directive          |
| 25      | 0                              | non-directive          |
| 26      | 0                              | non-directive          |
| 27      | 0                              | non-directive          |
| 28      | 0                              | non-directive          |
| 29      | 0                              | non-directive          |
| 30      | 0                              | non-directive          |

## The interview.

Standardization of interview procedure.-- A considerable effort was exerted to reduce the number of variables in the interviews to but one, that being the variation of the test interpreted from the level of non-directive to non-directive. All of the interviews were conducted by the same counselor in the same room and setting and in the same identical manner as far as possible without sacrificing that flexibility, reliance of an interpreter to provide for individual patient.



difficult. Interviews were conducted at the suggestion of the student, with the assistance of some class members who were competent and not available. The results of the conclusion of the study report was based on a student's observations and interviews about the, a part of the study. Appendix of this work. Several significant findings of data were gathered from the interviews and a brief discussion of the various items were reported. The enclosed, to implement a clear understanding of the experiment.

Criteria.-- as previously stated the objectives of this thesis are (1) to determine the value of a personality test as a means of entry in counseling and (2) to examine the relative effectiveness of directive and nondirective test interpretation techniques as an approach in the test interpretation interview. In order to find answers to these two problems it is necessary to set up well defined criteria for judging the outcomes of the interviews. The criteria for measuring the degree of successful entry grew out of an analysis of the actual interviews. It was noted that all of the interviews fell into one of five classifications in terms of the nature of student response or elaboration. The elaboration in each case refers to



the final degree of client verbalization, which was in the interview after the test results were given, and interpreted according to standardized procedures. The five client-therapist sessions were coded for at least two levels of attitudinal and verbal satisfaction and were scored as follows:

- (1) Reassurance interview: falling short of a definite therapeutic insight, but also free by an absence of any kind of emotional statement or question, following the completion of the test results. The student was informed of the interpreter that the session was completed and upon receiving the results, the student, said that the interpreter was "nice".

Example:

Client: Is that all?

Interpreter: Yes, that's all.

Client: That was very nice.

- (2) Initial Therapeutic Intervention: The student followed up the completion of the interpretation with an expression of dissatisfaction, a question, or some statement concerning the results, after which the interview ended.

Example:

Client: What was the average of those in I. J. taking the test?

Interpreter: You mean right here in the school?

Client: Yes.

Interpreter: Well it fell pretty close.... We didn't do it very high at









3-15:

(c) Extensive Libration. The aim is to find in this experiment a condition so favorable that, in the course of the interview, the student give evidence to a pronounced real difficulty which will be of sufficient personal problem. An example of extensive lib-  
eration is given in later part in this chapter as an illustration of one type of test interpretation technique.







of listening, and we put it to rest. Well, sometimes even very significant reactions in the client....

During the course of the treatment interview, that were conducted in the first interview, there are several very subtle illustrations of the use of both the directive and non-directive procedures. One complete verbatim report of a non-directive interview in which intensive elaboration was taken place is to be included in the following report. The interview, although lengthy in content is introduced in form in body of this thesis with minor changes to permit identification, because it is felt to be essential to a complete understanding of the initial procedure used.

Interpreter: Hello Fred....let's see, you wanted those test results didn't you?

Client: Yes, that's right I had an appointment for 3:15 to get them.

Interpreter: Well, I can give those to you; come on into this little room back here where we can sit down. I've a seat.

Client: Thanks a lot.

Interpreter: By the way, do you mind if I record what we say?

Client: No, I don't care. What's it for anyway?

Interpreter: We try to record all our interviews Fred; it's a valuable check on what we (collectors, say and go on from













with any person.

Interpreter: Yes.

Client: But when there was a few minutes  
questioning for example, it was like  
to say "it's the one (??) because  
I recognize for example that the  
negative answer is not it so you  
better to give a negative an-  
swer but....

Interpreter: So you mean that you are not  
satisfied? I mean from the point of  
point of.....

Client: And from the testing you know. I  
don't..... I feel that I can't make  
much attention to go to the tests.  
Of course they are developed by  
people with experience in their  
line. I think it's pretty hard to  
get into a man's inner self and let  
a true test, and then to report the  
testing anyway.

Interpreter: Yes.

Client: He knew a man thinking I had to  
analyze him completely, or as com-  
pletely as science can today, it  
seems to me it would be a question  
of months of work because as Pro-  
fessor Williams says, if you come  
into class to take a test and some-  
body's knife in you in the back,  
your reactions are going to be  
entirely different than they would  
be if things were going smoothly at  
home and there were sufficient wine,  
and so forth.

Interpreter: Yes.

Client: It should make a great testing record  
book. What are the results of this?

Interpreter: You think there that there's a cer-  
tain amount of variation in the



the first of these who is very tall.

Client: Yes, to, to . (crying, faint)  
 Well, did you know the other...  
 section.... yes, I do....

Interpreter: (observing) I'm aware that  
 synchronizing with your type of  
 full thinking.

Client: Yes, it's very intense.

Interpreter: Yes.

Client: Yes-sure.

Interpreter: I gave you this Objectivity, at  
 least the way Objectivity is con-  
 firmed didn't it? I gave you some  
 that would indicate that you were  
 very pretty, very tall, pretty sub-  
 jective, pretty sensitive.

Client: Yes.

Interpreter: On the trait of Agreeableness,  
 high score on that would tend to  
 indicate that an individual got  
 along pretty well with other people,  
 that he was less inclined to be con-  
 fident or dominating and would let  
 some other people take the lead  
 that than would a person with a low  
 score. On the trait of Objectivity -  
 high score on that would in-  
 dicate that an individual accepted  
 people pretty much as they were with-  
 out being too critical or too intol-  
 erant.

Client: On that?

Interpreter: Yes. A low score on the other hand  
 would indicate that the person tend-  
 ed to be less tolerant or more criti-  
 cal of people. Now as far as the  
 results are concerned here. I have  
 your profile here....



























Well I can't give a damn!, but  
 it is to battle the fact that  
 I should sit out, and b. take it out-  
 I don't know. I can't give it, no...  
 ..

Interpreter: (interrupting) Now that it's  
 constant coming back, it's....

Client: (interrupting) Yes.

Interpreter: The type of person that you don't  
 like to emulate?

Client: That's right-no. No, you say that,  
 there are a lot of people I try to  
 emulate that I, very frankly, sitting  
 here with you or sitting with  
 Professor Williams or with Sam -  
 one case those trying to improve  
 my psychological make-up-I wouldn't  
 want to be like them but the thing  
 is, that on the surface, they're  
 more successful than they are actu-  
 ally.

Interpreter: They get the needed recognition?

Client: Well, I think that's probably the  
 very visible qualities of the whole  
 thing.

Interpreter: Yes.

Client: I mean actually, if you go up to the  
 that type of person, you look at this  
 and analyze them and only see the  
 surface-there wouldn't be as far  
 lot there but some surface-oriented or  
 shell people create; they're very  
 likeable and they're very desirable  
 ....Jockers, I don't know-I think  
 to emulate them and then when you  
 sit down and think about it they're  
 very shallow individuals really,  
 but they do have the ability to  
 carry it off. I don't have it and  
 as a result, I get very blue, very  
 depressed and shake off in my own



common and that's not it. Of course,  
 it's a very common body, and I can  
 definitely tell you that, the  
 can be a very, depending on the  
 well, but that's not it. It's  
 often. I think for people, I think  
 to be that people in the first  
 could better be a good degree in  
 that respect about for the fact  
 that they have that vision, that  
 enables them to see it all and of  
 course, in some cases, to see the  
 puts on a pretty good tale, that  
 of itself, to be in the first, I  
 don't stand up. Now it's not so that  
 of a person that's not a person  
 that self is sufficient to do the  
 over with. People I meet but I don't  
 feel that it is-see what I mean?

attest my hand: You,

Enter Enter: Yes.

Client: Things now of course, th't's just betw' you and me, no third scriber, I'm not by myself in that at all. I know a lot of people in this world th't hav' to pull their own thing. Th't's in fact I'm goin' to school to become a head teacher....I want to give myself a position-scriber or financial-I don't care which it is but will enable me to hold my nose up with the best of them and....

Client: it isn't so much.... ain't of course  
society, is a pretty expert at  
thing, and the man who says it isn't  
is a liar or a pathologic liar.  
I don't set too much store by men,  
I never have; if I got it that's  
airright or if I don't have it--that's



alright now, so long as I give it  
 three times, I can get some more  
 information out of him. I can't  
 do it with him, this is the only way  
 I'll find out what I really want  
 or be satisfied with him. I don't  
 character in the community that  
 I'm a person. It's not a  
 well.... I try.... I'm president of  
 the \_\_\_\_\_ and I've given  
 important positions that I can't  
 give away. I'm not really giving  
 out the whole thing. I know the im-  
 portant person in the community, and  
 I'm the only one of it.... I try....  
 I'm the best I can but I can't  
 and I'm giving it away. I can't  
 would support me and mine and give  
 the respect of the community—that's  
 all I want. I'm of course, there  
 are other people who can't get what  
 the community thinks it is. I'm  
 as they get the respect....  
 they can be, that's all of this  
 job or not job.... I'm the only  
 well and good. I'm a lot of  
 people like that but I have.... this  
 is a combination of all I've done before  
 .... I can give more out of this  
 about what other people think about  
 me, maybe too much.... I can't show  
 .... either that or I'm going to  
 other people think about me. It  
 seems to be my first thought; I try  
 to elevate myself first. Under pro-  
 per stimuli and as a result I'm  
 rather confused individual and that  
 is what the test is supposed to do. I  
 am out with—I've done most of the  
 talking so....

Interpreter: Very interesting to give these back.

Client: I'd like to hear it all you back.

Interpreter: Well if you have the time it takes  
 to be long (laugh)....

Client: How long does it take to be long?



Interpreter: The same amount of time it takes to  
recipe.

Client: Does it take that long? I know it  
can probably cause trouble to not  
finish because you don't have to  
worry about....

Interpreter: (Interpreting, well, I know that and  
since you're reading, I'll let it  
become the same, if it's all right  
to....

Client: (Interpreting, what the devil wants  
to listen to this?

Interpreter: Well, the only person here who is  
you and I have said to myself-it's  
just that Professor Miller thinks  
it's good practice and he uses it  
quite a bit to check on himself and  
things that he says-not so much  
what the other individual is saying-  
although often times it's interesting  
to hear the whole conversation  
....to help out both people, but  
it's more of a check on ourselves.

Client: Is it the type you can make isn't  
it?

Interpreter: Yes, as soon as I say it back once  
then I'll....if another person comes  
in I'll record what he or she says  
in conversation and then what you  
have said is correct.

Client: It's ten o'clock.

Interpreter: So it is.

Client: I hope I haven't taken too much  
time.

Interpreter: Not at all Fred-nice to have you  
drop in.

Client: Thanks very much, I'll see you.

Interpreter: Right.





The directive technique of interpretation.

Butler =/ makes a clear distinction between the directive and nondirective style of handling client material. The latter is primarily of limited discussion. He states:

....the controlling process is in control of setting the agenda, which will be the focus of the "directive" and the "nondirective". In the nondirective phase, the emphasis is upon the client, upon his own emotional problems of the client; in the directive phase, the focus is upon his vocational, occupational and educational problems. The directive technique is seen to be appropriate to the "directive" phase.... Directive technique is used, in fact, in all of the interpretative phases of the counseling, based upon his training and experience in the fields of psychology, tests and measurement, occupational information, guidance, etc., and is related to the directive phase of the counseling.

The use of the directive technique is characterized by interpretation, directive and nondirective interpretation, suggestion, and suggestion. The brief directive-directive interview only includes only that part of the actual interpretation which comes from the previous nondirective example.

Interpreter: In giving you your results, we have reference to a group of people in a group in which more than 10 percent of the people might have been taking this test, so we are not a trait of objectivity, you would

1/ John A. Butler, "On the Role of Directive and Nondirective Techniques in the Counseling Process", Occupational and Psychological Measurement (1948)  
3: 301-305.



right when I was in a very  
 early. In the first of my life-  
 time, I was a very high level of  
 on the third level of my life-  
 time, I was a very high level of  
 group. In scores of my, et al.  
 the College of my, et al. I  
 indicate that I am a very high  
 active in my life, myself, for  
 some of my life, et al. I  
 of other people. I am a very  
 person. I am a very high level  
 need to be able to take my  
 life, et al. I am a very high  
 asserting myself as being to  
 claim to be a person. I am, how  
 you yourself feel that I am a  
 self reflect a picture of you?

Client: Oh, what did you say that I was  
 higher than?

Interpreter: It's the time that I was a  
 the degree to which I was a  
 of my life, et al. I am a very  
 on. I am, how you yourself feel  
 more claim to be a person. I am,  
 to the test.

Client: The more I was a person,  
 thought, especially in the  
 being claiming.

Interpreter: That stands right out now?

Client: Would my life like to be there?

Interpreter: Your life?

Client: I've been arguing it with my wife for  
 the last six months or so, trying  
 to convince her I'm not. But now I  
 guess that sort of confirms it. I  
 guess I don't tell her about that.

Interpreter: (laughing) You don't tell her I  
 know about that?

Client: (laughing) If I ever could, I would







the directive and non-directive interview; (2) a comparison of the use of the non-directive approach in the directive and non-directive interview; (3) a comparison of the use of the directive and non-directive approach with non-directed values; and (4) a comparison of the use of the directive and non-directive approach with Deviator.

Other comparative data collected.-- In addition to further significant comparisons in the report of this research, three other kinds of data were gathered from the interviews; (1) the electrodes recorded and it was possible to compute the total number of words used in the interviews by students and the interpreter and to derive from these the percentages of client and interpreter with the total amount of verbalization used in the interview; (2) by timing each interview, it was possible to compare directive interview times with non-directive interview times and to find out when time was used; and (3) by noting whether or not indicated statements expressed agreement or disagreement with the therapist, meaningful differences in terms of deviation or non-deviation and the extent of deviation or non-deviation in the interview could be ascertained.









## CONCLUSION

### CONCLUSIONS AND RECOMMENDATIONS

1. The following conclusions were reached:

Composition of original group.-- The original group of students taken from the California-Mexican Agricultural Inventory was administered the composition of 111 males and 31 females making a total of 142 testees. Of this number, 33 or 23 per cent were classified as Non-Spanish and 109 or 77 per cent were classified as Spanish in one or more of the three traits on the test.

Division of students receiving interpretation from those not receiving interpretation.-- Over a period of eight weeks 34 or 24 per cent of the 142 students accepted the invitation to come for interpretation and 108 or 76 per cent did not accept the invitation. As shown in Table 3, a total of 66 or 46 per cent of the 142 males did come with 42 or 40 per cent not coming. Of the 31 females, 13 or 42 per cent did come and only 18 or 58 per cent did not come. Table 3 shows that of 33 Non-Spanish in the original group, 24 or 73 per cent did come for interpretation while 9 or 27



per cent did not come and 10.0 per cent did come or 15 per cent came for interpretation while 10.0 per cent did not come.

Table 5. Number and Percentages of High-achievers and Females Coming and Not Coming for Test Interpretation

| Group        | Males  |          | Females |          |
|--------------|--------|----------|---------|----------|
|              | Number | Per cent | Number  | Per cent |
| (1)          | (2)    | (3)      | (4)     | (5)      |
| Did Come     | 68     | 88       | 18      | 36       |
| Did Not Come | 46     | 40       | 3       | 10       |
| Totals       | 114    | 100      | 21      | 100      |

Table 6. Number and Percentages of Non-deviates and Deviates Coming and Not Coming for Test Interpretation

| Group        | Non-deviates |          | Deviates |          |
|--------------|--------------|----------|----------|----------|
|              | Number       | Per cent | Number   | Per cent |
| (1)          | (2)          | (3)      | (4)      | (5)      |
| Did Come     | 64           | 68       | 20       | 83       |
| Did Not Come | 30           | 32       | 4        | 4        |
| Totals       | 94           | 100      | 24       | 100      |

On first inspection it would appear that there was a greater tendency for high scorers or non-deviates to request interpretation than for the low



scores of 141 to 150. However, a comparison of median C-scores on each of the traits between those who came for interpretation and those who did not come, (Table 7) reveals rather interesting information. The median scores on Open, Trust, and Sympathy are slightly higher for those who did come but the mean of Cooperativeness fails to differ to it all. The degree of deviation, expressed in terms of SD, is on three trait deviation scores, and fails to discriminate except at the one trait deviation level. Table 8 indicates, as the area deviation score for interpretation or just below it, is 1.5 and the not come. The one three area deviation score is evenly divided between the "did come" and "did not come" groups.

Table 7. Comparison of median C-scores on traits, Ag, In, Co between 84 students coming for Test Interpretation and 104 students not coming for Test Interpretation

| Trait<br>(1) | Did Come<br>Median C-scores<br>(2) | Did Not Come<br>Median C-scores<br>(3) |
|--------------|------------------------------------|--|
|              | (2)                                | (3)                                    |
| O            | 3.5                                | 3                                      |
| Ag           | 5                                  | 4                                      |
| Co           | 5                                  | 5                                      |









Table 3. Number and Percent of Cases Which Were  
 of Directive and Non-directive Type  
 in the Initial and Extensive  
 and Intensive Levels

| Type of Case  | Non-directive |         | Directive |         |
|---------------|---------------|---------|-----------|---------|
|               | Number        | Percent | Number    | Percent |
| (1)           | (2)           | (3)     | (4)       | (5)     |
| Directive     | 14            | 46      | 14        | 47      |
| Non-directive | 10            | 33      | 16        | 53      |
| Totals        | 24            | 100     | 30        | 100     |

Interview Outcomes in Terms of Entry to Level.--

In the following paragraphs various comparisons are made of the degree of entry achieved using the two techniques of interviewing. The relative success, in one case, is measured in terms of the five criteria or degrees of entry that set forth in Chapter II which are: (1) no response, (2) initial response, (3) intellectual discussion, (4) personal reference, and (5) extensive elaboration. For purposes of interpreting the results about to be presented, it should be stated that in the mind of the writer, successful entry was only accomplished if personal reference or Extensive Elaboration.

Prior to making numerous comparisons, a compilation of the overall results accomplished collectively



with both methods, directive and non-directive, as necessary to fulfill the major purpose of the study. Reference was made to the point at which the student reached the student interview, a point of which it was noted, as well as the frequency of extensive elaboration, as found in 48.3 per cent of the cases.

Table 10. Summary and Percent of Cases of Overall Entry Achieved with 34 Students in Terms of 11 Possible Criteria

| Criteria<br>(1)         | Students      |                 |
|-------------------------|---------------|-----------------|
|                         | Number<br>(2) | Per cent<br>(3) |
| Any Response            | 6             | 7.1             |
| Initial Response        | 14            | 33.3            |
| Intellectual Discussion | 13            | 31.4            |
| Personal Reference      | 17            | 41.1            |
| Extensive Elaboration   | 5             | 13.7            |

In the first of the major comparisons made, Table 11 compares the relative effectiveness of directive and non-directive test interpretation with 34 students. It can be seen here that the directive approach brought 40 per cent of that group up to the point of personal reference whereas the non-directive approach brought 13.3 per cent of the students in that group up to the same point. However, if the ultimate of extensive elaboration is considered separately, it will be noted



that the nondirective approach brought about a slightly higher percentage, 11.4 of the students in that group, up to this point than did the directive approach, 10.0. Table 13 points up the following observation that 4 or 10.7 per cent of the non-directive-1, treated students went on to extensive elaboration from the point of personal reference while in the non-directive, treated group 4 or 41.7 per cent of 10 went on to extensive elaboration.

Table 11. Number and Percentage Comparison of Items Achieved with 34 Students Using Directive and Non-directive Test Interpretation Techniques in Terms of Elaboration Criteria

| Criteria                | Directive |          | Non-directive |          |
|-------------------------|-----------|----------|---------------|----------|
| (1)                     | Number    | Per cent | Number        | Per cent |
| No Response             | 1         | 2.9      | 5             | 14.7     |
| Initial Response        | 5         | 14.7     | 19            | 55.9     |
| Intellectual Discussion | 10        | 29.4     | 3             | 8.8      |
| Personal Reference      | 30        | 88.2     | 7             | 20.6     |
| Extensive Elaboration   | 4         | 11.8     | 5             | 14.7     |

Table 12 has been constructed to show whether or not there exists a difference in the efficacy of the directive approach when used with non-deviates as compared with deviates, and Table 14 has been included to show any differences in the effectiveness of the non-





Table 1. Number and Percent of Outcomes of Outcomes achieved with or without directivity, intensive treatments and in non-directive, intensive treatments to the 10 Upper Level of Education

| Criteria              | Directive |         | Non-directive |         |
|-----------------------|-----------|---------|---------------|---------|
| (1)                   | Number    | Percent | Number        | Percent |
| (2)                   | (3)       | (4)     | (5)           | (6)     |
| Personal Reference    | 10        | 51.1    | 7             | 35.3    |
| Intensive Elaboration | 4         | 10.7    | 8             | 41.7    |

directive approach when used with non-deviates as compared with deviates. It can be readily seen in Table 1 that 1 or 5.3 per cent of the non-deviates treated collectively produced in intensive elaboration and 5.3 or 41.7 per cent of the deviates did too in the same way, just that far. In Table 14, the writer wishes to call attention to the fact there is very little difference in the amount of intensive elaboration on the part of non-deviates when treated non-directive, and deviates when treated in the same manner. In this case, however, more non-deviates, 51.4 per cent only, are in intellectual discussion than deviates with 41.5 per cent but the deviates, 51.3 per cent, exceeded the non-deviates, 7.1 per cent, with regard to personal reference.

In the last of the major comparisons, directive



Table 17. Number and Percent of Comparisons of Country  
Achieved with 36 Non-deviates Treated Non-  
directively; and 14 deviates Treated Non-  
directively; in Terms of Information Criteria

| Criteria                | Non-deviates<br>Treated<br>Non-directively |          | Deviates<br>Treated<br>Non-directively |          |
|-------------------------|--|----------|--|----------|
|                         | Number                                     | Per cent | Number                                 | Per cent |
| (1)                     | (2)  | (3)      | (4)                                    | (5)      |
| No response             | 1  | 2.8      | 0                                      | 0.0      |
| Initial response        | 4  | 11.5     | 3                                      | 11.5     |
| Intellectual Discussion | 5  | 13.8     | 2                                      | 15.4     |
| Personal Reference      | 10   | 27.8     | 7                                      | 53.8     |
| Extensive Elaboration   | 1  | 2.8      | 1                                      | 7.7      |

Table 18. Number and Percent of Comparisons of Country  
Achieved with 36 Non-deviates Treated Non-  
directively; and 10 deviates Treated Non-  
directively; in Terms of Information Criteria

| Criteria                | Non-deviates<br>Treated<br>Non-directively |          | Deviates<br>Treated<br>Non-directively |          |
|-------------------------|--|----------|--|----------|
|                         | Number                                     | Per cent | Number                                 | Per cent |
| (1)                     | (2)  | (3)      | (4)                                    | (5)      |
| No response             | 4  | 11.1     | 1                                      | 10.0     |
| Initial response        | 10   | 27.8     | 6                                      | 60.0     |
| Intellectual Discussion | 6  | 16.7     | 2                                      | 20.0     |
| Personal Reference      | 8  | 22.2     | 5                                      | 50.0     |
| Extensive Elaboration   | 3  | 8.3      | 2                                      | 20.0     |

and non-effective technical devices compared in Table 18  
for use with Non-deviates and for use with deviates in  
Table 19. Table 19 reflects the same relationship be-



treated directive and nondirective. The former brought the client directly to personal reference as compared with 7.1 per cent of the latter group. In Table 14, which compares the overall performance of the two approaches; 39.3 per cent of the non-leviates treated directive, came to the point of personal reference as compared with 7.1 per cent of the non-leviates treated nondirective. The opposite relationship exists on the level of extensive elaboration; 18.7 per cent of the non-leviates treated nondirective, came forth with extensive elaboration as contrasted with the 4.3 per cent of the non-leviates given directive application. In Table 15, where the directive and nondirective treatment of levitates is compared, the former again brings 39.3 per cent of the group to personal reference and the latter brings 7.1 per cent to the same counseling position but here the consistency ends; directive treatment of levitates resulted in a 31.4 per cent extensive elaboration as compared with a 12.3 per cent extensive elaboration for levitates treated nondirective.

#### Analysis of Other Comparative Data

Client talk ratio.-- A somewhat surprising characteristic of the interviews was revealed by computing the total number of words uttered by both client and interpreter in an interview. A client talk ratio or percentage was obtained for each recorded interview.



Table 16. Number and Percentages Comparison of Units Achieved with 30 Non-deviates Treated Indirectly and 30 deviates Treated Directly in Terms of Elaboration Criteria

| Criteria                | Non-deviates Treated Indirectly |          | Non-deviates Treated Directly |          |
|-------------------------|---------------------------------|----------|-------------------------------|----------|
|                         | Number                          | Per cent | Number                        | Per cent |
| (1)                     | (2)                             | (3)      | (4)                           | (5)      |
| No Response             | 1                               | 3.3      | 4                             | 13.3     |
| Initial Response        | 3                               | 11.1     | 13                            | 43.3     |
| Intellectual Discussion | 3                               | 10.0     | 6                             | 20.0     |
| Personal Reference      | 13                              | 43.3     | 2                             | 6.7      |
| Extensive Elaboration   | 1                               | 3.3      | 3                             | 10.0     |

Table 17. Number and Percentages Comparison of Units Achieved with 14 deviates Treated Indirectly and 12 deviates Treated Directly in Terms of Elaboration Criteria

| Criteria                | Deviates Treated Indirectly |          | Deviates Treated Directly |          |
|-------------------------|-----------------------------|----------|---------------------------|----------|
|                         | Number                      | Per cent | Number                    | Per cent |
| (1)                     | (2)                         | (3)      | (4)                       | (5)      |
| No Response             | 0                           | 0.0      | 1                         | 8.3      |
| Initial Response        | 3                           | 21.4     | 6                         | 50.0     |
| Intellectual Discussion | 3                           | 21.4     | 2                         | 16.7     |
| Personal Reference      | 7                           | 50.0     | 3                         | 25.0     |
| Extensive Elaboration   | 2                           | 14.3     | 3                         | 25.0     |

For 37 recorded directive interviews between client and therapist, a talk ratio of .33 was found ranging from .21 to .57, meaning that in the average directive interview, the





tudent delivered 37.5 per cent of the total number of direct contacts. In all non-directive interviews, however, when contact is made of .10 and longer, ranging from .10 to .30. The same relationship is found when the non-deviate and deviate interviews are studied independently. Table 17 picture the above stated findings.

Table 17. A Comparison of Interview Times Set in 37 Directive and 41 Non-directive Interviews

| Group<br>(1) | Directive<br>(2) | Non-directive<br>(3) |
|--------------|------------------|----------------------|
| non-deviates | .33              | .30                  |
| deviates     | .33              | .44                  |
| Totals       | .33              | .43                  |

Interview Times.-- All of the 34 interviews were carefully timed from the initiation of contact with the interpreter to the termination of that contact. A mean directive interview time of 10 minutes was discovered and contrasted with a mean non-directive interview time of 13 minutes. Again, the same relationship was found when non-deviate and deviate interview times were compared. Table 18 demonstrates that directive interviews were longer than non-directive interviews and that interviews with deviates tended to



be longer in both instances than in the first. It deviates.

Table 15. Comparison of group interviews, direct and indirect, and 4. Indirective and 5. Indirective and 6. Indirective

| Group<br>(1) | Indirective<br>(2) | Indirective<br>(3) |
|--------------|--------------------|--------------------|
| Non-deviates | 15                 | 11                 |
| Deviates     | 20                 | 15                 |
| Total        | 35                 | 26                 |

Student expression of agreement or disagreement.--

The final item for comparison in this experiment was found in the expression of agreement or disagreement with the test result. On the part of the students who were given interpretation of their performance on the test. As mentioned in Chapter II, an attempt was made to ascertain whether or not there existed any meaningful differences in terms of entry, achieved and non-deviation or deviation between those who agreed with the test results and those who disagreed. Table 16 reveals a number and percent distribution of non-deviates and deviates who either expressed agreement or disagreement with the test results or who did not indicate their feelings in the matter. Exactly one-half of both groups were non-committed on the sub-



fact; exactly one-third of the group, none without qualification and exactly one-fourth of the group disagreed with one or more of the three levels of the test.

Table 18. Number and Percent of Non-deviates and Deviates Agreeing or Disagreeing with Test Results

| Expression   | Non-deviates |          | Deviates |          |
|--------------|--------------|----------|----------|----------|
|              | Number       | Per cent | Number   | Per cent |
| (1)          | (2)          | (3)      | (4)      | (5)      |
| Agreement    | 18           | 22.5     | 10       | 25.0     |
| Disagreement | 9            | 11.7     | 5        | 12.5     |
| Neither      | 27           | 33.8     | 15       | 37.5     |
| Totals       | 54           | 100.0    | 30       | 100.0    |

Although no definite pattern of elaboration is discernible in the agreeing students group in Table 18, there does appear to be a clustering of disagreeing students around the point of Personal Reference; this may indicate perhaps, a general inclination to explain the reason for disagreement by referring to one's own personality.

Table 21, "A Percentage Analysis of Intr. Achieved with 27 Non-deviates and 15 Deviates Agreeing or Disagreeing with Test Results," does not establish further key relationships, the fact may be



distributed to the total number of interviews conducted.

Table 10. Number and Percent of Interviews by Interviewer -  
1950-1954. (Subjects in parentheses)  
Interviewer

| Interviewer             | Interviewer |         | Interviewer |         |
|-------------------------|-------------|---------|-------------|---------|
|                         | Number      | Percent | Number      | Percent |
| (1)                     | (2)         | (3)     | (4)         | (5)     |
| No Response             | 0           | 0.0     | 0           | 0.0     |
| Initial Response        | 7           | 50.0    | 2           | 14.3    |
| Intellectual Discussion | 4           | 28.6    | 0           | 0.0     |
| Personal Reference      | 10          | 66.7    | 10          | 71.4    |
| Intensive Elaboration   | 4           | 28.6    | 1           | 7.1     |
| Totals                  | 15          | 100.0   | 14          | 100.0   |

Table 11. Percent of Subjects of Interviewer with  
1950-1954. (Subjects in parentheses)  
Agreement or Disagreement with Test Results

| Interviewer             | Agreement |         | Disagreement |         |
|-------------------------|-----------|---------|--------------|---------|
|                         | Number    | Percent | Number       | Percent |
| (1)                     | (2)       | (3)     | (4)          | (5)     |
| Response                | 0.0       | 0.0     | 0.0          | 0.0     |
| Initial Response        | 5.0       | 50.0    | 0.0          | 0.0     |
| Intellectual Discussion | 28.6      | 28.6    | 0.0          | 0.0     |
| Personal Reference      | 66.7      | 66.7    | 0.0          | 0.0     |
| Intensive Elaboration   | 11.1      | 11.1    | 0.0          | 0.0     |
| Total Number            | 15        | 100.0   | 14           | 100.0   |

Figure 3 concludes Chapter 11 by illustrating  
the interview process and the interview results.





for the case of the first anti-symmetry.



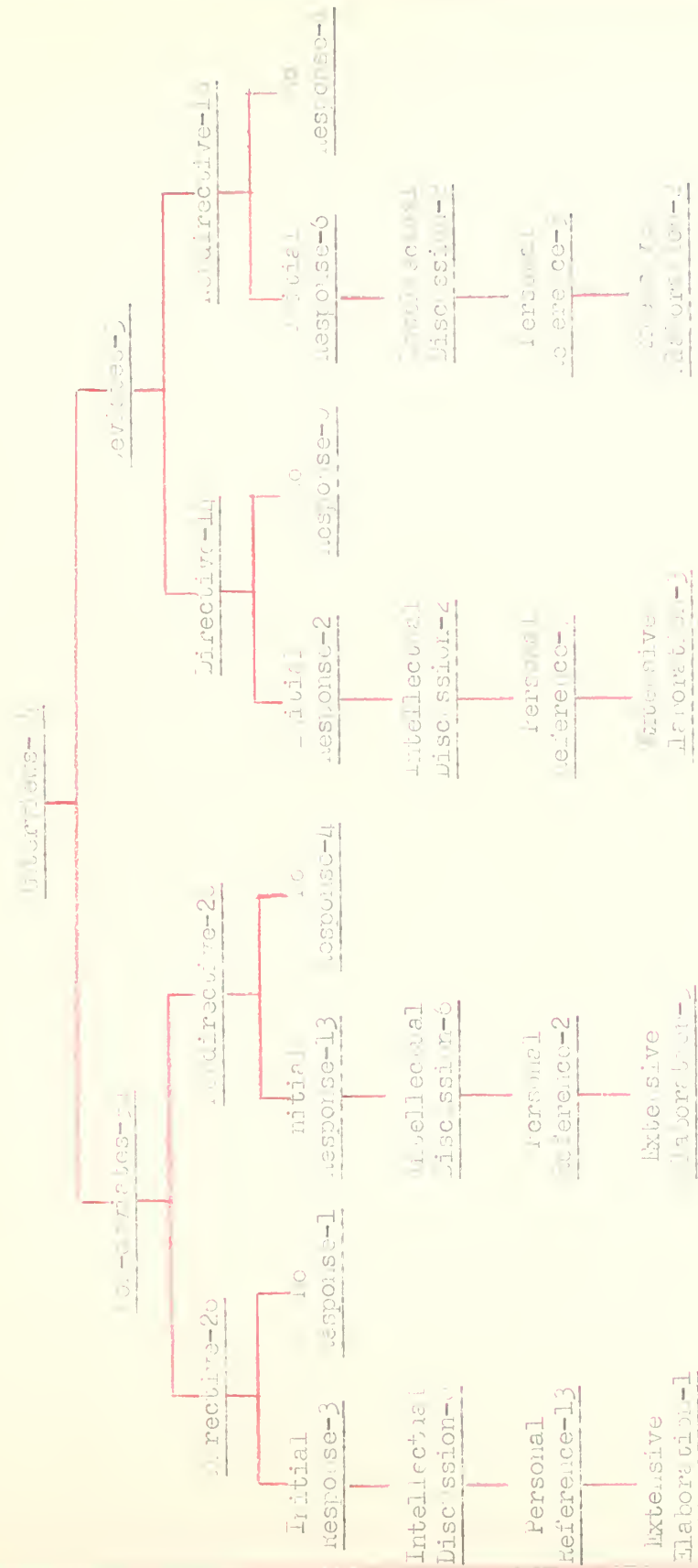


Figure 2. Schematic presentation of test interpretation categories and their subcategories.













each contact thereof, enabling the researcher to measure the significance of the contact. The outcome of the interview.

In view of the results of the study, which are discussed in the preceding paragraphs, the author feels that special emphasis should be laid upon the restriction and limit to the research which are expected in the study of the conclusions of the study. The conclusions outlined here cannot be regarded as generalizations; they are only for the specific of the study and for that standpoint only, it is hoped that something has been contributed to the study.

### Conclusions

(1) The study of the interview of the contact, a personal test interview is a valuable tool for securing the contact with the student, for acquainting students with the counseling service and for establishing rapport for future counseling contact.

(2) There is no significant difference in the overall effectiveness of directive and nondirective techniques in achieving the most complete kind of entry or extensive liberation, as defined in Chapter II, with students in a personal test interpretation.



interview.

(3) The directive test interpretation technique was superior to the nondirective test interpretation technique in getting students to agree with responses, to express ideas intellectually, and to make personal references concerning themselves.

(4) The nondirective test interpretation technique was superior to the directive test interpretation technique in bringing student from a point of personal references concerning themselves to the point of intensive elaboration.

(5) There was a slightly greater tendency on the part of directive treated deviates to indulge in extensive elaboration than there was for directive treated non-deviates.

(6) There was no significant difference in the effectiveness of the nondirective test interpretation technique when used with non-deviates as compared with deviates.

(7) There was a slightly greater tendency on the part of nondirectively treated non-deviates to elaborate extensively than there was for directive treated non-deviates to do so although a larger percentage of the latter group were brought up to the point of personal references as defined in Chapter II.



(2) There was a slightly greater tendency, on the part of directive, to agree level to elaborate extensively, than there was for nondirective to let the deviates to do so.

(3) A comparison of directive and nondirective client talk ratios failed to reveal significant differences since it was not possible to determine to what extent interviewer talk time was taken up in explaining test results to students.

(4) The directive interview was of greater duration than the nondirective interview whether non-deviates or deviates were the client.

(5) Deviates tended to disagree more than did non-deviates whether the test was directive, or nondirective.

(6) There was a greater tendency, on the part of students to agree with results of the Guilford-Martin Personnel Inventory, than there was for them to disagree whether they were Non-deviates or deviates.

(7) There was a slightly greater tendency for students expressing agreement with test results to elaborate extensively, than there was for students expressing disagreement to do so.

(8) There did not appear to be any significant relationship between the degree of being believed and



expressed agreement or disagreement with it as well as between non-directives as well as those who were involved.

(11) There was a greater tendency for non-directives to disagree with the test results than for directives. This tendency was more pronounced for non-directives than for directives in the test results, or non-directives.

(12) There was a greater tendency, on the part of non-directives, than for directives, to disagree with the test results or to disagree with the response of non-directives, as defined in Chapter 11, and to conclude the interview at that point than there was for directives, treated students to do so.

(13) There was a slightly greater tendency, on the part of directives to make personal references to themselves than there was for non-directives to do so, whether treated directives, or non-directives.

(14) There was a greater tendency for students disagreeing with the test results to make personal references to themselves than there was for students who agreed with the test results whether treated directives, or non-directives.

(15) There was a greater tendency for females to come for test interpretation than there was for males to do so.

(16) There were no significant differences in the













## CRITICISM

### CRITICISM OF THE RESEARCH

#### Criticisms

Design is flawed.-- In view of the complexity of educational experiments, the need for a rigorous evaluation in a study of this nature is obvious. It is indeed extremely difficult to draw valid conclusions from the latter based upon an insufficient number of cases.

Representative group.-- It cannot be accurately stated that the 100 freshmen students included in this research were truly representative of all types of college freshmen students attending schools of education; a large percentage of them are majors in the field of educational psychology and in addition the group is predominantly male.

Further refinement of technique.-- An effort was exerted to standardize and to define the precise utilization of the two techniques of test interpretation employed. However, it was felt that the standardization was not too desirable in that it tended to hamper technique flexibility. Emphasis might well have been



better placed upon a more exacting analysis of the specific characteristics of each type of interpretation, formulated in each interview. It is frequency of occurrence record. Facilities should have been available for the transcribing of each recorded interview, which would implement a more thorough evaluation of each client contact.

The use of a follow-up questionnaire.-- It is a debatable issue whether or not a follow-up questionnaire would be helpful. The writer feels that it can, and that such an inquiry form would act as a rather valuable check upon his interpretation of objective data obtained from the interviews directly. An alternative for the questionnaire would be a follow-up interview with each student but the latter would consume a great deal of time.

The delivery of interpretation.-- Shortly after the completed experiment was begun, a suggestion was made to the effect that carefully spaced places be planned in the actual delivery of test interpretation; in this way, it was thought that the student might have a greater opportunity to respond with questions, possible misinterpretations or have a greater chance to assimilate a full and complete meaning of the results being given to him. The adoption of this





suggested that it be a more qualitative rather than a quantitative response.

More content of both sides.-- It will be recalled that the counselors were asked to indicate the relative counselor-counseling frequency, both in the past and in the future. The counts are presented in Table 1. It is impossible to know what kind of statistical analysis will be made. For again, giving the counts will have some of less than value.

Additional criteria.-- Additional criteria for measuring entry achieved could have been found in subsequent voluntary contacts of students with the instructor or the counseling service. There will have been the only obstacle in utilizing this factor. It is quite possible that better criteria could have been located serving to discriminate more effectively between the degree of entry accomplished.

Interpretation techniques used.-- It is recognized that skilled directive and nondirective counselors might debate the extent to which the writer was generally directive or nondirective in the cases which were classified under one or the other of these two headings.

Percentages used.-- The report of the findings included an analysis of several minor subgroups of students; the percentages reported in Table 1 are those cases



were derived from very small samples and should not be taken to represent any meaningful proportions.

Documentation.-- Due to the somewhat haphazard nature of the experiment, opportunity for including clarifying documentation and references based on previous research was limited.

#### Need for resources

The use of control groups.-- A somewhat different approach to the design of the whole experiment could be provided in the use of control groups and efforts provided for future work in this particular area of counseling for an interested researcher.

Generalization.-- It is one of the major goals available to this nation, it would seem that there is a strongly felt need for further research with directive and nondirective counseling techniques. The view is held that present day controversies can be reconciled with factual data based on the level of research that is right well worth toward the end that the art of counseling might indeed become a more effective, more predictable, and more useful tool in the unfolding science of human relations.







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# THE GUILFORD-MARTIN PERSONNEL INVENTORY

Name..... Date.....

Sex..... Nearest age (encircle): 15 20 25 30 35 40 45 50 55 60

Raw Scores: O..... Ag..... Co.....

C-Scores: ..... ..

**DIRECTIONS:** Below you will find some questions which are to be answered by encircling either "Yes," "?," or "No." Read each question in turn, think what your opinion or your behavior has usually been, and draw a circle around the answer that best describes your behavior or opinion. Encircle the "?" only when you are unable to decide between the "Yes" and "No." **BE SURE TO ANSWER EVERY QUESTION.** There is no right answer to any of these questions except the answer that tells how you think or feel about it.

- 
1. Do you believe that each person is better fitted to succeed in one kind of job than he is in most other jobs?.....Yes ? No 1
  2. Do you believe it is more important for a person to like his work than it is for him to make a lot of money at it?.....Yes ? No 2
  3. Is a person likely to rise to the top in his kind of work if he is not suited to it?.....Yes ? No 3
  4. Do you believe that almost any kind of person can succeed in almost any kind of job if he tries hard enough?.....Yes ? No 4
  5. Are most people you know well suited to the jobs they hold?.....Yes ? No 5
  6. Do you prefer a supervisor who tells you clearly what to do rather than one who expects you to decide what to do next?.....Yes ? No 6
  7. Does it seem to you that human beings hardly ever learn to avoid making the same mistakes twice?.....Yes ? No 7
  8. Do you feel that there are too many useless laws which hamper an individual's personal freedom?.....Yes ? No 8
  9. Do you lack patience with the "shrinking violet" type of man?.....Yes ? No 9
  10. Are you inclined to be thinking about yourself much of the time?.....Yes ? No 10
  11. Do you think that most people who help others secretly dislike going to the trouble to do so?.....Yes ? No 11
  12. Do you feel disgusted when someone escapes paying the full penalty of the law through some technicality?.....Yes ? No 12
  13. Do you frequently seek the advice of other people?.....Yes ? No 13
  14. When you are criticized does it disturb you badly?.....Yes ? No 14
  15. Do you despise a "yes" man?.....Yes ? No 15
  16. Do you find that very few workmen nowadays do a job as it should be done?.....Yes ? No 16
  17. Does it bother you a lot to see someone else bungling a job that you know perfectly well how to manage?.....Yes ? No 17
  18. Have you found that, in general, people higher up tend to dodge the dirty work, leaving it for others to do?.....Yes ? No 18
  19. Are you annoyed when people tell you how you should do a thing?.....Yes ? No 19
  20. Do you get upset rather easily?.....Yes ? No 20
  21. Are you ever bothered by the idea that someone is reading your thoughts?.....Yes ? No 21
  22. Do you have days in which it seems that everything goes wrong?.....Yes ? No 22
  23. Generally speaking, do you think the head of a firm should have risen through the ranks, that is, having worked his way up in the business?.....Yes ? No 23
  24. Are you inclined to worry too long over humiliating experiences?.....Yes ? No 24



|     |   |     |   |    |    |
|-----|---|-----|---|----|----|
| 25. | Do you think that the kind of person who would "turn the other cheek" deserves to get slapped?.....                                   | Yes | ? | No | 25 |
| 26. | Have you ever had fears about other people that you later found to be without foundation?.....  | Yes | ? | No | 26 |
| 27. | Do you think that large business corporations should be prohibited?.....  | Yes | ? | No | 27 |
| 28. | Do other people often try to take the credit for things you yourself have accomplished?..   | Yes | ? | No | 28 |
| 29. | At a movie or a play do you often feel that one of the main characters is a bit like you?..   | Yes | ? | No | 29 |
| 30. | When a person has gone out of his way to be nice to you, do you try to see what his real reasons are?.....                            | Yes | ? | No | 30 |
| 31. | Do you usually feel that in group undertakings your own plans are best?.....  | Yes | ? | No | 31 |
| 32. | Do you think that in most places the traffic regulations are seriously in need of improvement?.....                                   | Yes | ? | No | 32 |
| 33. | Is money necessary for complete happiness?.....   | Yes | ? | No | 33 |
| 34. | Do you think that all secret societies should be done away with?.....   | Yes | ? | No | 34 |
| 35. | Do many men deserve higher pay than their bosses?.....  | Yes | ? | No | 35 |
| 36. | Have you ever been severely punished for something you didn't do?.....  | Yes | ? | No | 36 |
| 37. | Does your conversation tend to center around your own interests and hobbies rather than those of other people?.....                   | Yes | ? | No | 37 |
| 38. | Do you sometimes feel sorry for a person who is convicted of a crime even though you realize he is guilty?.....                       | Yes | ? | No | 38 |
| 39. | Are you often getting into scrapes which you did not seek to stir up?.....  | Yes | ? | No | 39 |
| 40. | Have certain people talked about you and yet you were unable to prove it?.....  | Yes | ? | No | 40 |
| 41. | Do you sometimes think that most people are stupid?.....  | Yes | ? | No | 41 |
| 42. | Do you frequently unburden your troubles to others?.....  | Yes | ? | No | 42 |
| 43. | Do you know of any people at present who are intentionally trying to avoid you?....   | Yes | ? | No | 43 |
| 44. | Do some people become so rude that you feel the urge to "sit on them" or to "tell them off"?.....                                     | Yes | ? | No | 44 |
| 45. | Do you think that most people live far beyond their income?.....  | Yes | ? | No | 45 |
| 46. | Do you believe in the parole system for prisoners?.....   | Yes | ? | No | 46 |
| 47. | Do people sometimes offend you without knowing it because you hide your feelings from them?.....                                      | Yes | ? | No | 47 |
| 48. | Have you ever felt that someone was hypnotizing you and forcing you to do things you did not want to do?.....                         | Yes | ? | No | 48 |
| 49. | Are you inclined to let other people have their own way even when it disturbs your peace and comfort?.....                            | Yes | ? | No | 49 |
| 50. | Do other people deliberately say or do things to annoy you?.....  | Yes | ? | No | 50 |
| 51. | When you enter a new group (business or social) do you like to be tipped off as to who are the important people to line up with?..... | Yes | ? | No | 51 |
| 52. | Do you enjoy taking part in a good fight?.....  | Yes | ? | No | 52 |
| 53. | Do you believe that only people with money can be sure of getting a square deal in courts of law?.....                                | Yes | ? | No | 53 |
| 54. | Do you believe that most people will tell a lie now and then in order to get ahead?....   | Yes | ? | No | 54 |
| 55. | Are there some things about yourself concerning which you are rather touchy?.....   | Yes | ? | No | 55 |
| 56. | Do other people often watch you on the sly?.....  | Yes | ? | No | 56 |
| 57. | On the whole, are your own ideas of how things should be done superior to the plans suggested by others?.....                         | Yes | ? | No | 57 |
| 58. | Do you think that an unusually bright person is likely to be physically weak?.....  | Yes | ? | No | 58 |
| 59. | Do you often feel very badly about other people's troubles?.....  | Yes | ? | No | 59 |
| 60. | Were you ever ignored or given a "raw deal" through spite?.....   | Yes | ? | No | 60 |
| 61. | Do most groups of people behave like a bunch of sheep, that is, blindly follow a leader?..  | Yes | ? | No | 61 |
| 62. | Do you suspect that most people who do you a good turn are really expecting something in return for it?.....                          | Yes | ? | No | 62 |
| 63. | Do you often feel that a lecturer is talking about you personally?.....   | Yes | ? | No | 63 |
| 64. | If a person is not playing fair, do you like to see someone beat him at his own game?..   | Yes | ? | No | 64 |
| 65. | Do you believe that most people shirk their duties whenever they can without appearing to do so?.....                                 | Yes | ? | No | 65 |
| 66. | Do you hate to lose an argument even when the issue is of little importance?.....   | Yes | ? | No | 66 |
| 67. | Does it seem to you that other people generally "have all the luck"?.....   | Yes | ? | No | 67 |
| 68. | Does it distress you considerably to see another person in pain?.....   | Yes | ? | No | 68 |

|      |   |   |    |     |
|------|---|---|----|-----|
| 69.  | Do you feel that many young people get ahead today because they have "pull"?...Yes  | ? | No | 69  |
| 70.  | Are most people thoughtless of the rights of others?.....Yes  | ? | No | 70  |
| 71.  | Are you continually comparing yourself with other people?.....Yes   | ? | No | 71  |
| 72.  | Do a lot of people you have known tend to form "cliques" or closed groups?.....Yes  | ? | No | 72  |
| 73.  | Generally speaking, do you believe that the boy who has not learned to defend himself deserves to "take a beating"?.....Yes                 | ? | No | 73  |
| 74.  | Do you find that generally if you want a thing done right you must do it yourself?..Yes   | ? | No | 74  |
| 75.  | Can a person get ahead by his own efforts if he does not look out for himself at every turn?.....Yes  | ? | No | 75  |
| 76.  | Do you consider yourself a rather nervous person?.....Yes   | ? | No | 76  |
| 77.  | Do you think your generation has as many opportunities for success as your parents' generation had?.....Yes                                 | ? | No | 77  |
| 78.  | Do other people pay more attention to your comings and goings than they should?...Yes   | ? | No | 78  |
| 79.  | When things become dull do you feel the urge to stir up some excitement?.....Yes  | ? | No | 79  |
| 80.  | Do you think the educational system in this country is seriously wrong in many respects?.....Yes  | ? | No | 80  |
| 81.  | Do you usually receive criticism of yourself without resenting it?.....Yes  | ? | No | 81  |
| 82.  | Have you ever found out that a person who was supposed to be an expert did not know as much as you did about something?.....Yes             | ? | No | 82  |
| 83.  | Is there anyone you know personally whom you would like to see behind prison bars?.Yes  | ? | No | 83  |
| 84.  | Are there important changes you would make immediately in your manner of living if you could have a substantial increase in income?.....Yes | ? | No | 84  |
| 85.  | Do you think that most people are overpaid for what they really contribute to society?.Yes  | ? | No | 85  |
| 86.  | In most situations is it all right to conceal the truth when by doing so you give aid to a friend?.....Yes                                  | ? | No | 86  |
| 87.  | Have you very much resented having friends or members of your family give you orders?.....Yes   | ? | No | 87  |
| 88.  | Are you as quick as other people to pay compliments when they are deserved?.....Yes   | ? | No | 88  |
| 89.  | Do people frequently talk about you behind your back?.....Yes   | ? | No | 89  |
| 90.  | Is it almost unbearable for you to see a close friend or relative suffering intense pain?.Yes   | ? | No | 90  |
| 91.  | Is it true that people will generally have contempt for a person who does not assert himself once in a while?.....Yes                       | ? | No | 91  |
| 92.  | Have you known many "two-faced" individuals personally?.....Yes   | ? | No | 92  |
| 93.  | Can most people be trusted completely?.....Yes  | ? | No | 93  |
| 94.  | Do you derive considerable satisfaction from making other people do as you want them to?.....Yes  | ? | No | 94  |
| 95.  | Do you believe that all public office holders sooner or later look out for their own interests first?.....Yes                               | ? | No | 95  |
| 96.  | Should the government take over more and more the management of private business?.....Yes   | ? | No | 96  |
| 97.  | Are your feelings rather easily hurt?.....Yes   | ? | No | 97  |
| 98.  | Generally speaking, do you believe that people use a veneer of politeness to cover up what is usually "cutthroat" competition?.....Yes      | ? | No | 98  |
| 99.  | Do you usually get more than your share of the blame when things go wrong?.....Yes  | ? | No | 99  |
| 100. | Are there many kinds of work that you would not consider doing because they are beneath you?.....Yes  | ? | No | 100 |
| 101. | Do you think that a lot of people exaggerate their hard luck in order to gain sympathy from others?.....Yes                                 | ? | No | 101 |
| 102. | Do people ever accuse you of being selfish, and with some reason?.....Yes   | ? | No | 102 |
| 103. | Have you often felt that certain persons are secretly trying to get the better of you?..Yes   | ? | No | 103 |
| 104. | Would you prefer a hard job that is very interesting to an easy one that is uninteresting?.....Yes  | ? | No | 104 |
| 105. | Have you frequently wished for enough money or power to impress people who regard you as an inferior?.....Yes                               | ? | No | 105 |
| 106. | Have you frequently become involved in conflicts in defense of your friends or members of your family?.....Yes                              | ? | No | 106 |
| 107. | Is it difficult for you not to bear a grudge against someone who has injured you?...Yes   | ? | No | 107 |
| 108. | If you could have your way about it would you change a lot of things about human nature?.....Yes  | ? | No | 108 |



|      |   |     |   |    |     |
|------|---|-----|---|----|-----|
| 109. | Are many of your supposed friends really insincere?.....  | Yes | ? | No | 109 |
| 110. | Do many people think you are "hard-boiled"?.....  | Yes | ? | No | 110 |
| 111. | Does everything that happens seem to have a relationship to your own life or experience?.....   | Yes | ? | No | 111 |
| 112. | Do some people become so bossy or domineering that you want to do the opposite of everything they tell you to do?.....                      | Yes | ? | No | 112 |
| 113. | Do other people often deliberately make things hard for you?.....   | Yes | ? | No | 113 |
| 114. | Are there times when it seems that everyone is against you?.....  | Yes | ? | No | 114 |
| 115. | When criminals make a daring escape from prison do you sometimes secretly hope that they will avoid capture?.....                           | Yes | ? | No | 115 |
| 116. | Do you sometimes feel contempt for the opinions of others?.....   | Yes | ? | No | 116 |
| 117. | Does it bother you to have other people tell you what you should do?.....   | Yes | ? | No | 117 |
| 118. | Do you often feel that you are left out of things, perhaps unintentionally, in group activities?.....                                       | Yes | ? | No | 118 |
| 119. | Is it difficult for anyone to impose upon you for the reason that you are usually wise to their intentions?.....                            | Yes | ? | No | 119 |
| 120. | Does the United States Government owe every one of its citizens a decent living?...   | Yes | ? | No | 120 |
| 121. | Is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use?..... | Yes | ? | No | 121 |
| 122. | Have some people criticized you unjustly to others?.....  | Yes | ? | No | 122 |
| 123. | Will most people in business bear close watching when you are dealing with them?...   | Yes | ? | No | 123 |
| 124. | Are you deserving of things far better than is your present lot?.....   | Yes | ? | No | 124 |
| 125. | Do you think no one would keep to the "straight and narrow path" were it not for the fear of being caught?.....                             | Yes | ? | No | 125 |
| 126. | When you lose something do you often begin to suspect someone of either having taken it or having misplaced it?.....                        | Yes | ? | No | 126 |
| 127. | Do you think that most people who allow themselves to come under the rule of a dictator are to blame for their plight?.....                 | Yes | ? | No | 127 |
| 128. | Is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest?.....        | Yes | ? | No | 128 |
| 129. | Were you ever seriously double-crossed?.....  | Yes | ? | No | 129 |
| 130. | Do you believe the parole system works more to the advantage of the prisoner than to the advantage of society?.....                         | Yes | ? | No | 130 |
| 131. | Do you tend to let people run over you more than you should for your own good?...   | Yes | ? | No | 131 |
| 132. | Have you frequently felt like telling "nosey" people to mind their own business?....  | Yes | ? | No | 132 |
| 133. | Have you often found it necessary to stand up for what you believe to be right?.....  | Yes | ? | No | 133 |
| 134. | Do you usually seek to become an officer in any organization to which you belong?..   | Yes | ? | No | 134 |
| 135. | Were you ever so deeply in debt that you did not know where the money was coming from to pay what you owed?.....                            | Yes | ? | No | 135 |
| 136. | In group undertakings do you usually manage to have your own plans put into effect?..   | Yes | ? | No | 136 |
| 137. | Do other people often blame you for things unfairly?.....   | Yes | ? | No | 137 |
| 138. | In most cases is it important to get what you want even if you have to come into conflict with other people in order to get it?.....        | Yes | ? | No | 138 |
| 139. | Have other people been too ready to accept credit which rightfully belongs to you?..  | Yes | ? | No | 139 |
| 140. | Do you sometimes feel sorry for all the people in the world?.....   | Yes | ? | No | 140 |
| 141. | Have you had more than your share of hard luck?.....  | Yes | ? | No | 141 |
| 142. | Do other people often try to put things over on you when you are not watching?...   | Yes | ? | No | 142 |
| 143. | Is there any person whom you would particularly like to "put in his (or her) place"?..  | Yes | ? | No | 143 |
| 144. | Do you believe that most people require someone to tell them what to do?.....   | Yes | ? | No | 144 |
| 145. | Is there any piece of music that usually makes you weep when you hear it?.....  | Yes | ? | No | 145 |
| 146. | Are people in general out to get more than they give?.....  | Yes | ? | No | 146 |
| 147. | Do you often find it necessary to return merchandise to a store because it turns out to be not as represented?.....                         | Yes | ? | No | 147 |
| 148. | Do people near you sometimes whisper or look knowingly at one another when they think you are not noticing them?.....                       | Yes | ? | No | 148 |
| 149. | If someone rudely crowds ahead of you in line, do you tell him where he belongs?...   | Yes | ? | No | 149 |
| 150. | Have you marked an answer ("Yes," "?," or "No") for every one of the above questions?.....  | Yes | ? | No | 150 |



Test Interview

(To be completed immediately after interview)

Date                      at                       
 Location                       
 Recorder:                      C-sets:                       
 Interviewer:                      C-sets:                       
 Interview ends:                      C-sets:                       
 Total time:                      Interviewer:                     

Autocues: (check if applicable)

1.
2.
3.
4.
5.

Client: (1)                     ; (2)                     ; (3)                     

Total client words:                     

Total counselor words:                     

Comments:







Courtney, D.J.

An experiment to determine the value of a personality  
test as a means of entry for counseling.

BOSTON UNIVERSITY



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